

## App 9

# *The Polyglots Go Camping*

---

## Italian

Students have fun in a camping ground, with tents, a campfire and games. They revise greetings and learn language for labelling family members.

# Learning experiences

## Playspace

The playspace features an Australian bush campsite setting. Students can participate in family-themed camping activities using Italian.



### Australian Curriculum links

**Understanding:** Language variation and change – Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day (ACLITU016)

### Language

#### Italian

Campeggio

Guarda!

Una torcia!

Le carte!

Guarda! Le stelle!

Musica! Cantiamo!

Ho fame!

Andiamo!

#### English

Camp (signage)

Look!

A torch!

Cards!

Look! Stars!

Music! Let's sing!

I'm hungry!

Let's go!

## Bush collage

In this open-ended activity, students create collages of families using natural items found in the bush such as gumnuts, stones, flowers and leaves. Students may label family members with bilingual labels and hear the target language.

### Australian Curriculum links

**Communicating:** Socialising – Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play (ACLITC001)

**Understanding:** Systems of language – Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives (ACLITU014); Role of language and culture – Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures (ACLITU019)

### Language

#### Italian

La famiglia di Kit

Una famiglia

Ciao!

Io

Mamma

Papà

Sorella

Fratello

Nonna

Nonno

ghianda

foglia rotonda

foglia lunga

fiore rosso

fiore giallo

rametto

bastoncino

occhi

sasso

A dopo!

#### English

Kit's Family (label)

A family (label)

Hello

Me

Mum

Dad

Sister

Brother

Grandma

Grandpa

Gumnut

Round leaf

Long leaf

Red flower

Yellow flower

Twig

Stick

Eyes

Stone

See you later!

## Spotlight

Students use a torch to help Polyglots find family members who are hiding in the dark. On finding a hiding spot, a Polyglot calls out a family member name and students repeat the modelled language into the microphone to reveal them.

### Australian Curriculum links

**Communicating:** Socialising – Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play (ACLITC001); Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song (ACLITC002)

**Understanding:** Systems of language – Reproduce the sounds of the Italian language (ACLITU013); Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives (ACLITU014)

### Language

Italian	English
Uno	One
Due	Two
Tre	Three
Quattro	Four
Cinque	Five
Giochiamo a nascondino!	Let's play hide and seek!
Giochiamo ancora!	Let's play again!
Arrivo!	Coming ready or not!
Mamma	Mum
Papà	Dad
Nonna	Grandma
Nonno	Grandpa
Mamma? È la mamma?	Mum? Is it/that Mum?
Papà? È il papà?	Dad? Is it/that Dad?
Nonna? È la nonna?	Grandma? Is it/that Grandma?
Nonno? È il nonno?	Grandpa? Is it/that Grandpa?
Mamma! Mamma!	Mum! Mum!
Mi hai trovata!	You found me! (feminine)

## Families card game

The aim of this activity is to collect a complete set of family cards for one Polyglots family. Students play with on-screen players or in real time with other students via group presence. Students see and hear the names of family members.

### Australian Curriculum links

**Communicating:** Socialising – Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play (ACLITC001); Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song (ACLITC002); Informing – Give factual information about known people, everyday objects, family celebrations and personal experiences (ACLITC006); Reflecting – Identify and describe aspects of self in relation to others (ACLITC012))

**Understanding:** Systems of language – Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives (ACLITU014)

### Language

#### Italian

Papà

Mamma

Fratello

Sorella

Fratellino

Sorellina

Nonno

Nonna

Evviva!

Questa è la mia famiglia.

Questo è mio papà.

Questa è mia mamma.

Questo è mio fratello.

Questa è mia sorella.

Questo è il mio fratellino.

Questa è la mia sorellina.

Questo è mio nonno.

Questa è mia nonna.

Questo sono io!

#### English

Dad

Mum

Big brother

Big sister

Little brother

Little sister

Grandpa

Grandma

Hooray!

This is my family!

This is my dad.

This is my mum.

This is my big brother.

This is my big sister.

This is my little brother.

This is my little sister.

This is my grandpa.

This is my grandma.

This is me!

# Camping cook-up

In this activity, students address the needs of hungry Polyglots characters. They listen to determine which plate belongs to whom, cook some food and then serve the food to the correct character.

## Australian Curriculum links

### Communicating:

- Socialising – Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play (ACLITC001)
- Informing – Give factual information about known people, everyday objects, family celebrations and personal experiences (ACLITC006)

### Understanding:

- Systems of language – Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives (ACLITU014)
- Language variation and change – Recognise that Italian and English borrow words from each other (ACLITU017)

## Language

### Italian

Ciao!

Ciao! Ho fame!

Sono la mamma!

Sono il papà!

Sono la nonna!

Sono il nonno!

Questo è il piatto della mamma.

Questo è il piatto del papà.

Questo è il piatto della nonna.

Questo è il piatto del nonno.

Di chi è questo?

Di chi è questa?

Di chi sono questi?

È mio!

È mia!

Sono miei!

Non è mio!

Non è mia!

### English

Hello!

Hi! I'm hungry!

I'm mum!

I'm dad!

I'm grandma!

I'm grandpa!

This is Mum's plate

This is Dad's plate

This is Grandma's plate

This is Grandpa's plate

Whose is this? (masculine singular)

Whose is this? (feminine singular)

Whose are these? (masculine plural)

It's mine! (masculine singular)

It's mine! (feminine singular)

They're mine! (masculine plural)

That's not mine! (masculine singular)

That's not mine! (feminine singular)

Non sono miei!

spiedino

pesce

pannocchia

marshmallows

bistecca

gamberetti

Questo è il pesce della mamma.

Questa è la pannocchia della nonna.

Questi sono i marshmallows della nonna.

Questi sono i gamberetti del nonno.

Uau!

Buonissimo!

Gnam!

Delizioso!

Il mio piatto preferito!

Mmm! Mi piace il pesce!

They're not mine! (masculine plural)

Italian kebab (ms)

Fish (ms)

Corn (fs)

Marshmallows (mp)

Steak (fs)

Prawns (mp)

This is Mum's fish.

This is Dad's corn.

These are Grandma's marshmallows.

These are Grandpa's prawns.

Wow!

Excellent!

Yum!

Delicious!

My favourite!

Mmm! I like fish!

# Stargazing

This activity is based on the familiar 'dot-to-dot' concept. Students view stars in the night sky and join them together based upon the number sequence, counting by ones, twos, fives or tens.

## Australian Curriculum links

### Communicating:

- Socialising – Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play (ACLITC001); Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song (ACLITC002)

**Number and Algebra:** Number and place value – Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012)

## Language

Italian	English
Guarda!	Look!
Sei	Six
Sette	Seven
Otto	Eight
Nove	Nine
Dieci	Ten
Undici	Eleven
Dodici	Twelve
Tredici	Thirteen
Quattordici	Fourteen
Quindici	Fifteen
Sedici	Sixteen
Diciassette	Seventeen
Diciotto	Eighteen
Diciannove	Nineteen
Venti	Twenty
Venticinque	Twenty-five
Trenta	Thirty
Trentacinque	Thirty-five
Quaranta	Forty
Quarantacinque	Forty-five
Cinquanta	Fifty

Sessanta	Sixty
Settanta	Seventy
Ottanta	Eighty
Novanta	Ninety
Cento	One hundred
un pesce	Fish
un orso	Bear
un wombat	Wombat
una chitarra	Guitar
un canguro	Kangaroo
un gufo	Owl
una canoa	Canoe
un opossum	Possum
una tenda	Tent
un falò	Campfire
una rana	Frog
i funghi	Mushrooms
un elefante	Elephant
un castello di sabbia	Sandcastle
un coniglio	Rabbit
un aquilone	Kite
un cavallo	Horse

## Song

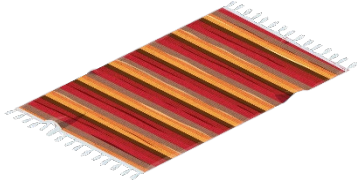
The 'This is my family' song features Bim playing a harmonica and a guitar around a campfire. He introduces his family as they arrive one by one.

### Australian Curriculum links

#### Communicating:

- Socialising – Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song (ACLITC002)

# Cultural references



Colourful rag rugs ('i pezzotti') are handwoven from recycled pieces of fabric. They originated in Valtellina, in the mountains of Lombardy, a region in the northern part of Italy. This tradition is still alive although now they are made of cotton and natural materials instead of recycled fabrics.



Musicians pluck the strings of the wooden mandolin ('il mandolino') with a plectrum, or pick. The instrument has its origins in Italy and is commonly played at dances and for traditional folk music. However, classical music composers have also written for the mandolin.



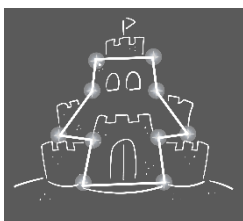
Lamps of glass and metal were lit with candles before gaslight and electricity were introduced in Italian cities at the end of the 18th century. The lamplighter ('il lampionaio') was in charge of lighting the candles in the morning and blowing them out in the evening.



This card has a Florentine paper motif, the stylised flower known as 'il giglio fiorentino', which has been the emblem of the city of Florence since the Middle Ages. Many variations of the emblem have been used to decorate Florentine paper for elegant writing paper and cards.



'Lo spiedino' is an Italian kebab of meat and vegetables threaded onto skewers and then barbecued or grilled. Italy's regions have their own variations. Soaking wooden skewers in water before threading the meat and/or vegetables onto them prevents them from burning during cooking.



Italy is a peninsula with about 3,300 km of coast covered by beaches. Adriatic (east) and Tyrrhenian (west) beaches are popular holiday places. Children at the beach spend a lot of time building sandcastles ('castelli di sabbia') and decorating them with shells and sticks.

# 'This is my family' song lyrics

## Italian

## English

Questa è mia mamma.

This is my mum.

Questo è mio papà.

This is my dad.

Piacere!

Pleased to meet you!

Questa è mia sorella.

This is my sister.

Questo è mio fratello.

This is my brother.

Piacere!

Pleased to meet you!

Questa è la mia famiglia.

This is my family.

Questa è la mia famiglia.

This is my family.

Chi c'è nella tua famiglia?

Who's in your family?

ELLA is funded by the Australian Government Department of Education, Skills and Employment and is managed by Education Services Australia. © 2021 Commonwealth of Australia, unless otherwise indicated. This material, other than Commonwealth trade marks in The Polyglots characters and The Polyglots logo, may be used in accordance with the Creative Commons BY-NC 4.0 licence, unless otherwise indicated.



Education  
Services  
Australia